

**EXPUNGING CORRUPT PRACTICES AMONG PRE –SERVICE AND PRACTICING
TEACHERS THROUGH SOCIAL STUDIES EDUCATION**

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Abstract

Corruption is a social vice that hampers effective socio-economic development of any society where it thrives in its system. The thrust of this study therefore, is to investigate the knowledge, perception and factors that motivate pre-service and practicing teachers' involvement in corrupt practices. The respondents for the study comprised of two hundred undergraduates from the Lagos State University, (LASU) Lagos and Adeniran Ogunsanya College of Education (at 100 each), fifty academic staff members of the two tertiary institutions (at 25 each) and one hundred practicing teachers from Education District V in Lagos State totaling 350 respondents in all. The descriptive survey research design was employed using a self-constructed closed - ended questionnaire tagged Teachers' Nobility and Corruption Questionnaire (TENOCQ). The instrument was validated through the triangulation and peer appraisal while the reliability was determined through the split half method which gave a correlation coefficient of 0.85. Four questions were answered and only one hypothesis was tested in the study. The data collected were analyzed through frequency counts, mean calculations and MANOVA. The results showed that practicing teachers were aware of the various acts of corrupt practices in the school, the factors that promote the practices and could categorize them into pardonable and non pardonable offences. Results also showed that gender and school status have no effect on motivating factors and teachers' suggestions for remedy. Some remedial measures were suggested based on the findings.

Keywords: Teachers Quality, Corruption, Professionalism, Social Studies.

Introduction

Thematic factors affecting issues that border on ethics, integrity and corruption as related to teachers' conduct are central to major concerns of stake holders in the Nigerian education system. Hence, this paper attempts an empirical investigation into the issues. This, it does in line with one of the major targets in the Nigerian teachers' code of conduct which is to provide an objective yardstick for the assessment of the teachers' conduct and discharge of professional duties (TRCN, 2013).

Ethics is the science that places value on human conduct, morals and principles while integrity is defined as the product of high level of conformity with ethical standards as positively perceived by the society; and corruption is described as an act of taking, having or giving undue advantage to a particular individual or group of individuals through unethical means (Adeniji, 2015).

Tertiary institutions that offer teacher education programmes are charged with the responsibility of promoting and disseminating advanced pedagogical knowledge relating to the art and science of teaching and learning, conferring certificates, diplomas and degrees on would be professional teachers and engaging in academic research. In the recent past in Nigeria, the teacher was the ultimate role model in the community. Equally other non-teaching staffs of the institutions of learning were always alive to their individual responsibilities, delivering their best and graduating teachers with high integrity and who are poised to achieving the goals and objectives of the teacher education. Nowadays, the cultures of these institutions are gradually being eroded because corrupt practices have not only crept in, but have also eaten deep into the fabrics of the nation's education system, into the arteries and veins of its staff and networking rottenly in their blood capillaries. This has led to a serious concern as manifested in the questionable integrity of both staff and students.

It might however, be that all hope is not lost yet in the process of rejuvenating and rebranding for snatching quality teacher education programmes from the throat of corruption. For the attainment of the curricula goals of teacher education in Nigeria and promotion of integrity, serious attention must be given to the means of conforming to all ethical issues and codes of conduct in

all our institutions of learning where teachers are being produced while routing consultation among staff, students and the management should not be under estimated. The thrust of this paper therefore, is to find out the level of awareness, involvement and factors that are influencing unethical and corrupt practices among professional practicing teachers (which could be emulated by those under training) and pre-service teachers that have hitherto hindered the attainment of the curricular goals of teacher education and to also suggest plausible solutions on ways of expunging this endemic syndrome from the system.

Western Education in Nigeria

The history of western education in Nigeria is a process of transformation from purely indigenous form of education through Islamic, Christian missionaries' and colonialists' education to post-colonial form of education on one hand and various reformations in the strategies, methodologies, theories, practices and challenges of education on the other hand. The experience from these divergent sources and objectives of the various forms of education informed the conveyance of the first National Curriculum Conference in Lagos on September 8 to 12, 1969. The conference addressed various issues bearing on Nigeria's planning and development of her education system which encompasses the primary education, secondary education, tertiary education and teacher education as well as the technical roles of science and technology education. Candidly, the recommendations of the conference which culminated to the National Policy on Education (first published in 1977) had been reviewed many times (1998, 2001, 2004, 2014 e.t.c) and had been adjudged to have left an indelible landmark on the Nigerian education system.

As a result of the challenges which nation building had impressed on the government in the 21st century, it has become necessary to re-assess the existing school curriculum and to improve on the quality of instructional packages, the learning environment, school plants and management of the education system.

Education is expected to prepare the individuals for meaningful living and to inculcate essential values that the collective life demands from the individual for meaning life and to transmit the

societal commonly cherished values that provide for global growth beyond national aims and objectives of acquisition of knowledge, skills and desirable attitudes for a participatory and pleasurable life.

The Nigerian educational system has witnessed intra and interactional experiences, diffusion, modernity, globalization and technological influences over the years. We have acted in concert to effect a shift in attitudes, skills and behavioural patterns of not only the recipients of the packages of education (learners and the society) but also the teacher and monitors (curriculum planners) of what goes on in the school. The teacher is no longer dedicated; children of school age are roaming the streets during school hours. Examination malpractice is the order of the day, there is lack of self-confidence on the part of learners, certificate racketeering is threatening. The society is no longer getting the reward of her investment on education; highly cherished values of the society such as hard work has given way to laziness, tolerance to selfishness, honesty to fraudulence and co-operation to conflict. The result, the whirled-wind of crisis in our educational system is blowing torrentially indicating that there is danger; and the standard is falling. Be that as it may, there is the learner to teach, the government and the society at large are expecting some profits.

Therefore, there is the need to take the bull by the horn, most especially how to purge unethical and corrupt practices in our educational system so as to achieve our educational goals. This is because teachers cannot be violating ethics of the profession and expect high productivity and applause from the society. It is against this background that these challenges are begging for attention and are not insurmountable. They require collective efforts of teacher trainers, teacher trainees and practicing teachers as well as their understanding, positive attitude to ethics and anti-corrupt practices as the oil to the wheel of progress in our education system.

This paper is therefore, an attempt at bringing to fore, those factors for the realization of the teacher education curriculum objectives as related to the production of a yardstick for the assessment of the teachers' conduct and the level of discharge of their professional duties in

order to build a strong moral structure for the actualization of an education system that can compete favourably in the global community.

The Concept of Corruption

Corruption has no uniform definition. This is because what is regarded as corruption in different situations depends on the actors, the beneficiaries, the initiators and how and where it takes place. It is also based on the existing laws and regulations guiding certain actions. Some countries define corruption in its broadest form while some legislate on the narrow definition of the term. The social and cultural contexts and the time dimensions also make a unique definition difficult. At any rate, there are levels of corrupt practices. As a result of the fluidity and the evolving nature of the concept, the United Nations (UN) has adopted a descriptive approach to describe the act. In this connection, abuse of office, laundering of proceeds of corruption, obstruction of justice among others are corrupt acts (Okoye, 2006).

The World Bank (1997) defines corruption as the abuse of public power for private benefit. The Transparency International (TI) however, defines it as the abuse of entrusted power for private gain while Mushtag Khan (1996) views corruption as the behavior that deviates from formal rules of conduct governing the action of someone in position of public authority because of private motives such as wealth, power and/or status.

In defining corruption, Fjeldstad and Isaksen (2008) and Ogundiya (2008) define corruption as the betrayal of public trust for individual or sectional gain. Obayelu went further to identify corruption as the effort to secure wealth or power through illegal means for private gain at public expense; or a misuse of power for private benefit. From a political point of view, Aiyede (2006) views corruption as the abuse or misuse of public or governmental power for illegitimate private advantages. This view jells with that of Lipset and Lenz (2000) that corruption is an effort to secure wealth or power through illegal means for private benefit as public power may not necessarily be for ones private benefit but for the benefit of one's party, class, tribe, or family. On the whole it can be submitted that although corruption is global in scope, it is more pronounced in developing societies because of their weak institutions.

Factors for Corrupt Practices

Wailing results when one suffers from the effect of a persistent serious ailment. The ailing and wailing teachers are those dissatisfied with the current pitiable state of our education system. It seems they don't know the way out of this precarious situation. How long will these teachers cry for the end to proxy admission, proxy supervision, money extortion, sexual misconduct, examination malpractice, mark selling, poor remuneration, salary delay, skill deficiency, injustice, nonchalant attitude and plagiarism with no one paying sincere attention or inclined to hear?

Oredein (2000) observes that conditions that would make for effective teaching such as availability of resources, general conditions of infrastructure as well as instructional materials in Lagos State higher institutions are poor. These prevailing conditions would definitely exert a negative influence on the instructional quality, which may translate to poor academic performance, students' attitude and valuelessness. Starr (2002) identifies some factors to include: socio-economic background, family support, intellectual aptitude of students, personality type, self-confidence and entry instructional quality to also influence students' examination performances either positively or negatively. To this end, Blankstein (1996) states that students' grades and test scores are not good indicators of the quality of teachers' instruction. In support of this view, a study carried out in Nigeria by Joshua et al. (2006) showed that Nigerian teachers condemned the use of students' achievement scores as indicators of teachers' competence, performance or effectiveness. Since students' academic scores are not the only predictors of teachers' effectiveness, researchers have sought other fairer ways of evaluating teachers' effectiveness. Students', administrators', colleagues' and the teachers' self-evaluation have been used to evaluate teachers' effectiveness as well as causes of their ineffectiveness.

Effective and Ineffective Teaching

Teaching effectiveness is a multidimensional construct which is measured by a variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation (Schacter & Thum, 2004; Adediwura & Tayo, 2007; Adu & Olatundun, 2007). The above studies suggested that effective teaching is a significant predictor

of students' academic achievement. Ofoegbu (2004) attributes ineffective teaching in higher institutions to poor remuneration. He further associates poor academic performance of students with ineffective teaching in terms of inability of teachers to accomplish the objectives of the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation. Effective teaching as suggested by Kennedy (2015) is the type of teaching that efficiently produces expected results. Conversely, if expected results are not obtained in spite of consummated resources, finance and time, such teaching effort is ineffective.

Students' competence in the evaluation of the effectiveness of their teachers has been of concern to researchers in education. However, studies have shown that students' ratings are valuable indicators of teachers' effectiveness (Barnett et al. 2003; Imhanlahini and Aguele, 2006). Despite the fact that there are research reports in support of using students' rating for teachers' effectiveness, Nuhfer (2004) warned that students rating should be one of a comprehensive evaluation system and should never be the only measure of teachers' effectiveness. The school administrators' evaluation has also been used to evaluate teachers' effectiveness. The accuracy of school administrators' evaluation of teachers' effectiveness has also been studied. Jacob and Lefgren (2006) found a positive correlation between a principal's assessment of teachers' effectiveness and students' achievement as measured by the value-added approach.

Objectives of Teacher Education and Social Studies Education

The teacher is the king-pin of quality education. Since education has been the primary tool for the overall development of the society, teacher education has to occupy a position of pre-eminence in the planning and organization of the modern society. This in turn demands that Nigerian people and government should make the objectives of teaching and the teacher education in Nigeria among others, to include:

- * production of well-motivated teachers with high personal and professional discipline, integrity and competence for all levels of the education system and
- *provision of satisfactory working environments for practicing teachers.

From its inception in the Nigerian education system, social studies has been defined as the study of man and his environment. It is not only a study but a way of life of how man influences and is influenced by his various environments. Through this reciprocal relationship and as a field of study, the learner is taught how to survive in his environment. The survival strategies involve acquisition of relevant knowledge and skills and the inculcation of appropriate values and attitudes. This is premised on the objectives of social studies as listed by the NERDC (2007) for the Basic Education and JSS levels as (i) to make learners become responsible and disciplined individuals capable and willing to contribute to the development of their societies and (ii) to inculcate the right types of values and attitudes into the learners among others.

Hence, the values education component of social studies is aimed at developing effective citizenship in the learner. That is why Jimoh (2004) says four broad categories of learning outcomes are critical to social studies. These are knowledge, skills, values and attitudes and that the content emphasizes inculcation of values and attitudes more than acquisition of mere factual knowledge. He therefore concluded that social studies is therefore a values inculcation discipline when he empirically found out that the subject is probably performing this role more than any other compulsory subject on the Nigerian secondary school timetable.

The crust of this paper being more on concepts relating to issues bordering on societal values therefore blends it more to the tenets of the social studies education.

Purpose of the Study

For the fact that previous studies on misconduct in the education sector (e.g. Dunkin, 1997; Joshua, Joshua & Kritsonis, 2006; Akiri & Ogborugbo, 2009) merely resisted their scope to the secondary school level of education in Nigeria and the African sub-region, they therefore left open an avenue for the replication or extension of their research in terms of the methodology and scope to the tertiary institutions that offer teacher education.

The purposes of this study therefore, are to find out the causal factors of corrupt practices among pre-service teachers (at the tertiary education level) and practicing teachers (at both tertiary and

secondary levels) and to ascertain their consequences on the entire system. Specifically, the study tried to:

- i. Do an assessment of the awareness and perception of corrupt practices by both pre-service and practicing teachers.
- ii. Determine factors that could motivate both pre-service and practicing teachers' involvement in corrupt practices.
- iii. Ascertain the most prevalent corrupt practices among teachers.
- iv. Draw a line of correlation between status and (a) awareness (b) perception of corrupt practices by pre-service and practicing teachers.
- v. Investigate the impact of teaching experience on (a) awareness and (b) perception of corrupt practices by in-service teachers.
- vi. Determine the relationship between gender and (a) awareness (b) perception of corrupt practices among teachers.
- vii. Determine the extent to which social studies education could help to expunge corrupt practices among all categories of teachers.

Above all, the relevance of the study relates with expected fundamental changes in the teachers' psychic, attitude, values, ideals, orientation and practices as obtained in some other professions without which the desired transformation of the education system may not be achieved.

Research Questions

1. What are the levels of pre-service and serving teachers' awareness of corrupt practices in Nigerian education system?
2. What are the (pre-service and in-service) teachers' perceptions of corrupt practices in Nigerian education system?
3. What are the most prevailing factors motivating teachers' involvement in corrupt practices?
4. What are the major intervention strategies for curbing teachers' involvement in corrupt practices?

Null Hypothesis

Ho: There is no significant effect of gender, school status, school type, qualification and experience on teachers' awareness, perception, motivating factors and suggested intervention strategies for corrupt practices in schools.

Methodology

The study is a descriptive survey. It as well adopted a mixed method of both qualitative and qualitative survey. The population consists of all teachers and students of tertiary teacher education institutions and all practicing teachers in Lagos State. Lagos State was purposely selected because of her heterogeneous nature in terms of residents where-in virtually all tribes and ethnic groups in the West African sub-region co-habit. A sample 350 respondents were sampled through the incidental sampling technique in which respondents that were accessible during the period of administration of the instrument were served. This comprised of 100 undergraduate students from the Faculty of Education, Lagos State University; 100 students from the Adeniran Ogunsanya College of Education; 25 lecturers from each of the tertiary institutions as well as one hundred practicing teachers from five secondary schools from Education District V (i.e. 20 teachers from each school) in Lagos state. (n= 125 AOCEODIANS; 125 LASUITES and 100 Secondary School Teachers).

A self-constructed closed-ended questionnaire tagged Teachers Nobility and Corruption Questionnaire (TENOCQ) was used for collecting data. It has six sections (A, B, C, D, E, &F). Section A sought for the biographic data of the respondents like gender, school type, level, age, status, year of experience, and discipline; while section B sought for teachers' awareness and perception of corrupt practices, section C was on motivating factors, section D was on attitude of teachers to corrupt practices while section E was a structured interview guide and F was on teachers' suggestions of solution strategies.

Different strategies were employed to strengthen the validity of the instrument for the study. The first was the triangulation method which took the form of involving some subjects to determine their level of comprehension of the items of the instrument to ensure its face, construct and content validity (Silverman, 2007). The second method was the peer appraisal in which some

colleagues in the Faculty of Education further helped in validating the instrument and consequently adjudged to be valid after effecting the corrections of identified errors and proposed suggestions.

The split half reliability method was adopted to establish the co-efficiency of the reliability and internal consistency of the instrument. Sixty copies of the instrument were administered to some tertiary institution students and teachers in District V (at ratio 2:1). They were divided evenly for computation and were cross tabulated through the Pearson product moment correlation formula. A correlation of 0.85 was obtained indicating high level of reliability.

Question 1: What are the levels of pre-service and serving teachers’ awareness of corrupt practices in Nigerian education system?

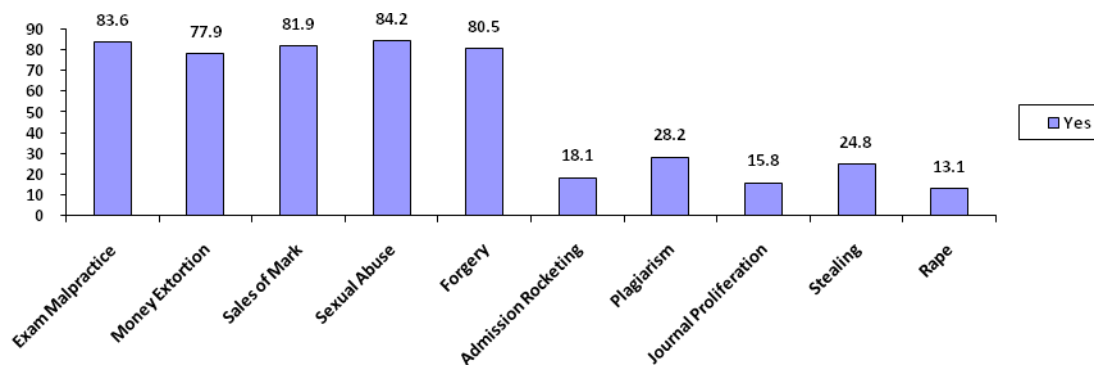


Fig 1: Teachers’ Awareness Levels of Corrupt Practices

Fig 1 gives the level of (pre-service and in-service) teachers’ awareness of corrupt practices in education. It shows that they have excellent knowledge of examination malpractice (83.6%), money extortion (77.9%), sales of marks (81.9%), sexual abuse (84.2%) and forgery of documents (80.5%) as corrupt practices in education but little awareness of proliferation of journals (15.8%), admission racketeering (18.1%), plagiarism (28.2%), stealing (24.8%) and rape (13.1%) as such.

Question 2: What are (pre-service and in-service) teachers’ perceptions of corrupt practices in Nigerian education?

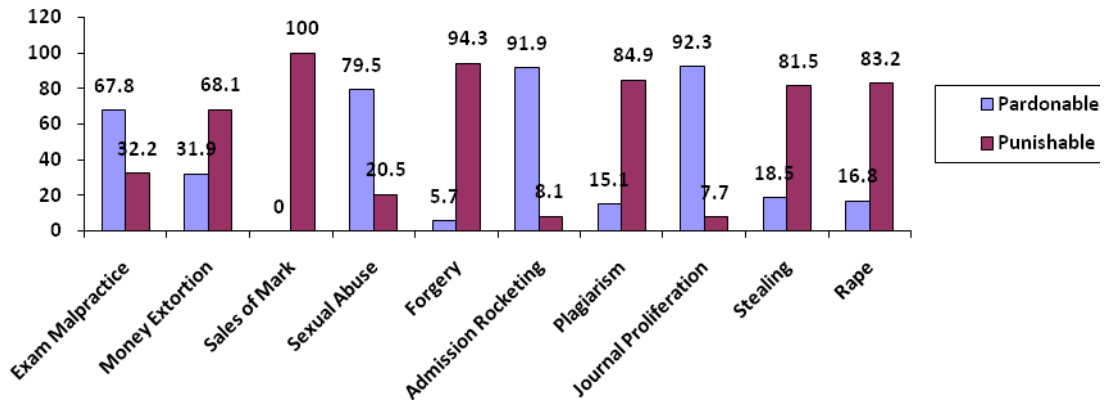


Fig 2: Teachers’ Perceptions of Corrupt Practices

The analysis in Fig 2 shows corrupt practices that teachers perceived as pardonable and non pardonable. The pardonable ones are: examination malpractice (67.8%), sexual abuse (79.5%), admission racketeering (91.9%) and journal proliferation (92.3%). Those perceived as punishable include: money extortion (68.1%), sales of marks (100%), forgery of documents (94.3%), plagiarism (84.9%), stealing (81.5%) and rape (83.2%).

Question 3: What are the most prevailing factors that motivate teachers’ involvement in corrupt practices?

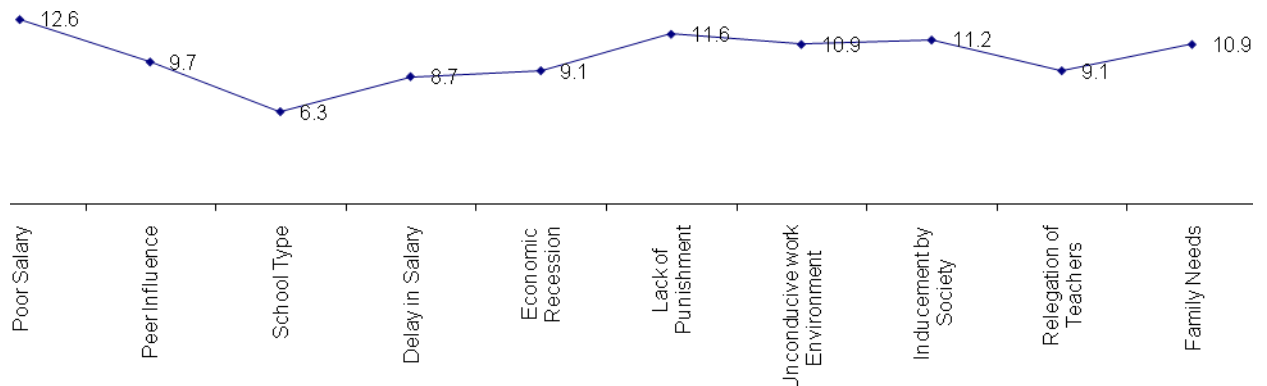


Fig 3: Prevailing Causes of Corrupt Practices in Schools

Fig 3 depicts poor salary and remunerations as the most prevalent of the factors that promote involvement in corrupt practices. Other factors that are moderately next in rank include lack of punishment for offenders, inducement by society and desire to meet economic needs of the family. Still others such as peer influence, delay in salary, economic recession and society relegation of teachers are less prevalent, while school type is the least prevalent.

Question 4: What are the major intervention strategies for curbing teachers’ involvement in corrupt practices?

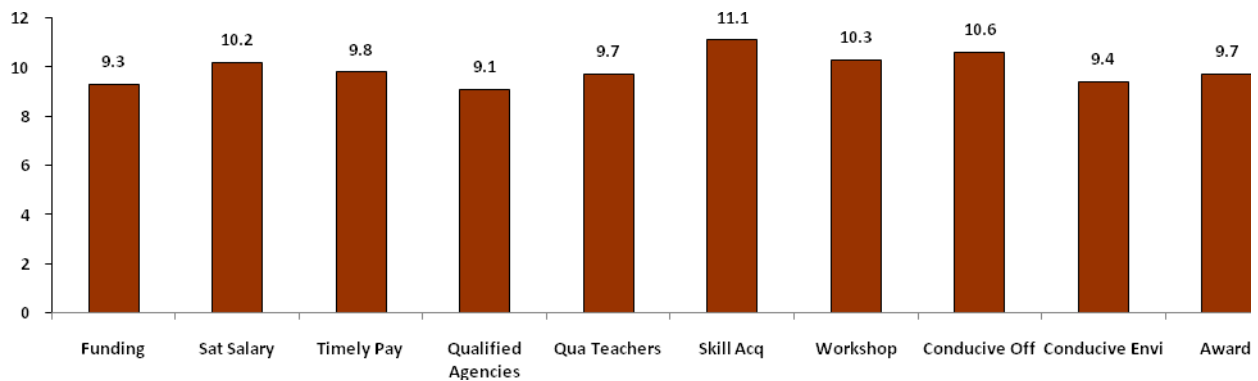


Fig 4: Major Intervention Strategies to curb Teachers’ Corrupt Practices

Fig 4 shows that teachers’ suggestions for curbing corrupt practices begin with skill acquisition followed by the provision of conducive office environment, workshop and satisfactory salary, effective funding, timely payment of salaries, empowering qualified personnel, engaging qualified teachers, conducive work environment and award for excellence.

Testing of Null Hypothesis

There is no significant effect of gender, school status, school type, qualification and experience on teachers’ awareness, perception, motivating factors and suggested intervention strategies for corrupt practices in schools.

The results from the analysis of data obtained on the variables ($F(1, 272) = 0.09$; $p > 0.05$ and $F(1, 272) = 3.71$; $p > 0.05$) shows that gender does not significantly differ in its impact on teachers' level of awareness and perception respectively, while $F(1, 272) = 28.7$; $p < 0.05$ and $F(1, 272) = 5.1$; $p < 0.05$ show that gender has significant difference in its impact on teachers' identification of motivating factors and intervention strategies respectively. This means that both male and female teachers (both pre and serving teachers) have same level of awareness and perception of the academic vices but vary with respect to factors that motivate involvement and ways of curbing the menace.

However, the results ($F(1, 272) = 0.43$; $p > 0.05$ and $F(1, 272) = 0.1$; $p > 0.05$] show that school type does not significantly differ in its impact on the teachers' level of awareness and perception respectively, while $F(1, 272) = 24.5$; $p < 0.05$ and $F(1, 272) = 21.8$; $p < 0.05$ show that school type significantly influence teachers' identification of motivating factors and intervention strategies respectively. This also means that teacher trainees and serving teachers at LASU, AOCOED and Education District V have same level of awareness and perception of corrupt practices in schools but differ in their identification of factors that motivate involvement and intervention approaches.

In the same vein, the results ($F(2, 272) = 7.0$; $p < 0.05$, $F(2, 272) = 19.2$; $p < 0.05$, $F(2, 272) = 9.2$; $p < 0.05$ and $F(2, 272) = 61.8$; $p < 0.05$) show that teachers differ significantly by qualification in level of awareness, perception, motivating factors and intervention strategies respectively. Moreover, the results ($F(2, 272) = 37.3$; $p < 0.05$, $F(2, 272) = 6.2$; $p < 0.05$, $F(2, 272) = 34.4$; $p < 0.05$ and $F(2, 272) = 21.4$; $p < 0.05$) show that teachers differ significantly by experience in level of awareness, perception, motivating factors and intervention strategies respectively.

Discussion

The teacher is the pivot of operations in the formal school system and as identified by the Nigerian National Policy on Education (NPE, 2004) that education in Nigeria is an instrument “par excellence” for effecting national development and since no education system can rise above the quality of its teachers, the sanitation of the Nigerian education system via teacher

purification is essential to an effective and functional education system and a consequent morally improved society.

To treat an ailment, it is essential that the sick first experiences a state of awareness of and the need to cure the illness. This is the situation of the teachers under study. Teachers (both pre-service and in-service) were conscious of the prevalent corrupt situations in the Nigerian school system. They knew that examination malpractice, money extortion, sale of scores and falsification of records are endemic therein and are the major clogs in the wheel of the success of the Nigerian education system. The low percentage in the choice of other factors (like proliferation of journals, admission racketeering, plagiarism, stealing and rape) showed that though these are also existing corrupt practices but are of very low occurrences in the Nigerian education system. Then the question is, how do we eradicate all these vices? As noted earlier, the identification of a problem is the first route to proffering solution to it. Therefore, irrespective of teachers' perception of the status of the identified vices, the stance of this paper is that all vices in the Nigerian education system must be eradicated.

The identification of motivating factors for involvement in the various vices is a further step towards their eradication. The school is a microcosm of the larger society. The endemic social vices in the larger Nigerian society manifest themselves in the micro society of the school. Teachers, as members in the larger society, are bound to emulate the attitudes of public office holders who they interact with on daily basis. They are co-participants in the same economic system hence, they (the teachers) must plan to meet up with the various socio-economic demands like others in the system. As such, they have no choice than to soil their hands. Therefore, the prevention or total eradication of pervasive poor salary coupled with improved remuneration packages will help to take care of other identified factors of social inducement, meeting up with family economic demands and the imposed burden arising from economic recession. The increased spate of un-employment also informed the increased number of dependants on the few employed (practicing teachers inclusive). Hence, provision of jobs for the teeming population will help to reduce the socio-economic pressure on teachers.

Of more importance is the factor of lack of punishment for offenders. As co-participants in the socio-economic environment of Nigeria and because of the zero tolerance of the current administration to social vices, what is good for the goose is also good for the gander. The search light of the various anti corruption agencies like EFCC, ICPC, NDLEA and others should be extended to the school system. There should be no sacred cow hence, any apprehended offender should be brought to book.

Charity they say begins from home. To rescue the situation, the solution must begin from the system itself. Hence, suggestions for possible solutions were also requested from the respondents themselves. They therefore suggested prompt salary payment, improved salary and remuneration packages, adequate funding of education, on-the-job improvement, appropriate skills acquisition, recruitment of competent hands among others as the way out.

The problems have been identified, the factors have been highlighted and the solutions have been suggested. The implementation is left for our social actors -the government- to give us a purified profession, a sanitized education system and a consequent morally improved Nigerian society.

Conclusion

From the findings of the study, it could be concluded that: teachers have excellent knowledge of many of the atrocities perpetrated in schools as corrupt practices. Teachers are aware of those factors that promote their colleagues involvement in corrupt practices and as well know the way out. Gender does not affect teachers' perception of academic vices in the school system and there is gender difference with respect to recognition of those factors that motivate involvement and ways of curbing the menace. School status has no effect on awareness, perception and factors that motivate teachers' involvement in academic vices but their experience.

Recommendations

On the basis of the findings and conclusion of the study, the following are recommended as the way out:

1. Adequate funding of teacher education programs and disciplining of culprits should be prioritized by government. If programmes are adequately funded, payment of salaries are timely and satisfactory and nonchalant attitudes are properly checkmated and regulated, teachers' attention could be diverted from malpractices or professional misconducts of any kind.
2. Concerned agencies should empower and entrust only those adequately qualified and should adequately regulate and monitor the teaching and learning processes in schools. This is because the quality of teaching depends first and foremost on the quality of teachers. More skill acquisition programs should be initiated and made accessible to teachers for on-the-job improvement.
3. There is the need to institute a curriculum review of the value education component of the Nigerian social studies education programme. This is to increase the value education component in an attempt to further reinforce the social studies to effectively inculcate these values into learners.
4. Seminars and workshops on value education for practicing teachers should be initiated and compelled on teachers for ethical rejuvenation.
5. Culprits involved in unethical behaviours that do not promote teachers' nobility must be sanctioned appropriately as deterrents to others while conformists should be motivated for others to emulate.

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